DOCUMENT RESUME

ED 372 358 CG 025 760

AUTHOR Carroll, Michael F.
TITLE Counselling Supervision: International Perspectives. ERIC Digest.
INSTITUTION ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO EDO-CG-94-26
PUB DATE Apr 94
CONTRACT RR93002004
NOTE 3p.
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Counselors; Counselor Training; Cross Cultural Studies; Foreign Countries; *Supervision; Supervisors; *Supervisory Methods
IDENTIFIERS ERIC Digests; *United Kingdom

ABSTRACT

This digest focuses on international perspectives related to counseling supervision. It describes two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. The factor that distinguishes them is the location of counseling training. In the United States counselor training has largely taken place in universities, while in Britain counselor training has existed almost exclusively within the private domain. The American and British systems of counselor supervision are compared and contrasted. The digest presents a developmental plan for the supervision process, noting that there appears to be a number of steps through which supervision develops. Internationally, countries may be seen at different stages of counseling supervision. Seven stages of supervision development are identified. The digest concludes that what is needed is more awareness of the cultural aspects of supervision so that supervision can be integrated into different countries with culturally-sensitive adaptations. Contains 9 references. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 358

ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

April 1994 EDO-CG-94-26

COUNSELLING SUPERVISION: INTERNATIONAL PERSPECTIVES

Michael F. Carroll

The International Dimension of Counselling Supervision

Supervision is often treated as a "univocal" term meaning the same in whatever context it exists. Unfortunately, such is not the case, and even in instances where there is conceptual agreement on what it means, there are still differences on how it is operationalised. Although there is little data to show in which countries supervision exists and to what extent it is influential, there are some indicators about its breadth. The International Conference on Supervision held in London in 1991 drew participants from the United States, Britain, Ireland, Holland, Belgium, Austria, Russia, and South Africa with the opportunity to share how supervision was viewed in different countries. In 1993, I was privileged to spend time in four countries other than Britain (Columbia, South America, Denmark, the United States, and South Africa), providing a further chance to compare and contrast supervision in these contexts. Writings on supervision have emerged from a number of countries other than those mentioned above, including Norway and Australia. This Digest is an attempt to summarise some of these ideas on paper, realising the limitation of how few countries are represented and how impressionistic rather than experimental are the conclusions.

United States and Britain: The Two Strands of Supervision

There seems to be two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. What distinguishes them is the location of counselling training. In the United States counselling training has largely taken place in and been controlled by the universities, whereas in Britain counselling training has existed almost exclusively within the private domain and only in the past 10 years have Universities become involved. As a result, the United States has concentrated on the conceptual and intellectual pursuit of supervision, while Britain has stressed the practice, the training of supervisors, and the supervision of supervision.

The bulk of supervision writing and research comes from the United States. A number of reviews have summarised the research, models, and components of supervision (Bernard & Goodyear, 1992; Holloway, 1992). More recently, an ethical code for supervisors has been published (ACES, 1993) and there are moves to set up training standards for supervisors and training courses for beginning and experienced supervisors. Within the writings on supervision there is some movement away from what are called "counselling-bound" models of supervision (where supervision is conducted along the lines of the counselling model) to a more generic understanding which emphasises supervision as an educational process in its own right, not tied specifically to counselling orientations. A good example of this integrative, educational approach can be seen in Holloway's (in press) forthcoming book.

In Britain, on the other hand, the focus on training and practice has resulted in a number of supervision training courses (see below), a Code of Ethics and Practice for the Supervision of Counsellors (1988), and an accreditation scheme. The theory/research side however, is not entirely missing. A key text written by Hawkins and Shohet (1989) contains a "Process Model of Supervision" and the authors of two new books on supervision (Carroll, in preparation; Wokset & Page, in preparation) hope to make contributions to model-building in supervision. In addition, a number of research projects at masters' and doctoral level on counselling supervision have been completed within the past few years.

The British Association for Counselling has outlined an accreditation scheme for supervisors which has been running for approximately five years and to date has about 40 accredited supervisors. Applicants for these awards are required to write their philosophy of supervision, submit a tape of a supervision session with comments by supervisee and supervisor, and take part in a full day evaluation where they are asked to supervise and be supervised before two assessors and are interviewed on their theory of supervision and how congruent it is with their practice. An interesting new development has occurred with the arrival of the European Association of Psychotherapy (E. A. P.), which is in the process of forming a Committee on Supervision. this Committee will consider standards of training in supervision leading to individual accreditation. Obviously, this venture will have wide-ranging implications for both counselling and counselling supervision throughout Europe.

More recently a number of training courses in supervision have appeared in Britain, some within particular counselling orientations and others viewing themselves as integrative. The curriculum of these courses stresses experiential learning as a key factor in supervisor training but without neglecting the conceptual frameworks. By and large, these trainings are for experienced counsellors who are beginning to supervise or see themselves as

CG025760

2 BEST COPY AVAILABLE

supervisors in the near future. Training lasts for either one or two years, resulting in a certificate or diploma. There are approximately 10 to 12 such courses in Britain at the moment. Every year there is a one-day British conference on supervision organised by the British Association for Supervision Research and Practice (BASRP).

Unlike the United States, where supervision is a requirement for counsellors in training but not for credentialed counsellors, supervision in Britain is seen as a life-long commitment (BAC Code of Ethics and Practice for Counsellors, 1990). Counsellors, both those in training and those qualified, are expected to be in supervision, although consultation is the term often used to designate supervision with a qualified counsellor.

The United States and British approaches to counselling supervision exemplify the two strands that seem to characterise supervision in most countries: the conceptual influencing practice as in the United States and practice moving towards theory as in Britain.

What is not known is how well supervision "travels" and how culturally "friendly" are either the conceptual ideas or the specific activities when transferred from one country to another. There is some evidence for caution, however. An attempt to introduce Rogerian counselling and supervision to Taiwan resulted in frustration simply because the culture there expects more direct approaches (P. P. Heppner, University of Missouria, Columbia, private communication). In addition, countries are at various stages in the development of supervision. In some countries counselling is still without formal professional standards, while others have progressed to devising ethical codes and formal training programmes.

A Developmental Plan for Supervision Process

There seem to be a number of steps through which supervision develops, and internationally countries may be seen at different stages:

1. Counselling and counselling psychology become more professionalised.
2. Supervision is seen as an important part of counsellor training and on-going counselling work.
3. Experienced counsellors take on the roles, tasks, and functions of supervisors.
4. Models, theories, approaches, and research in supervision begin to be set up and/or are imported from other countries.
5. Codes of ethics for supervisors are outlined.
6. Formal training in supervision is set up and required.
7. Supervision training, practice, and research are viewed as an essential component in counselling work.

Conclusion

There is an increasing amount of contact between counselling supervisors throughout the world. Workshops have been put on in Britain by counselling supervisors from the United States. A small group of black South African students are studying counselling and counselling supervision in London before returning to set up counselling training within the black communities in their home country. International conferences are being held in places such as Hanover, Germany (September, 1994) and St. Petersburg, Russia (International Conference on Supervision, Institute for Psychotherapy and Counselling, September, 1995). These efforts will result in dialogue, correspondence, and personnel exchanges allowing supervision ideas and practice to be disseminated throughout the world. What we need at this stage is more awareness, and indeed more study, on the cultural aspects of supervision so that it can be integrated into different countries with culturally-sensitive adaptations.

References

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. ACES Publications.

Bernard, J. M., & Goodyear, R. K. (1992). *Fundamentals of clinical supervision*. Boston: Allyn & Bacon.

British Association for Counselling (1988). *Code of ethics and practice for the supervision of counsellors*. Rugby: BAC.

British Association for Counselling (1990). *Code of ethics and practice for counselors*. Rugby: BAC.

Carroll, M. (in preparation). Counselling supervision: Theory, skills, and practice. London: Cassell.

Hawkins, P., & Shohet, R. (1989). *Supervision in the helping professions*. Milton Keynes: Open University Press.

Holloway, E. (1992). Supervision: A way of teaching and learning. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 177-214). New York: Wiley.

Holloway, E. (in press). *The strategic approach to supervision*. Newbury Park, Calif.: Sage.

Wosket, V., & Page, S. (in preparation). *Supervising the counsellor*. London: Routledge.

Michael Carroll, Ph.D. is Director of Studies in Psychology and Counselling, Roehampton Institute, London, U.K.

ERIC Digests are in the public domain and may be freely reproduced and disseminated. This publication was funded by the U.S. Department of Education, Office of Educational Research and Improvement, Contract No. RR93002004. Opinions expressed in this report do not necessarily reflect the positions of the U.S. Department of Education, OERI, or ERIC/CASS.

For information on other ERIC/CASS products and services, please call toll-free (800) 414-9769 or (910) 334-4114 or fax (919) 334-4116 or write ERIC/CASS, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412.